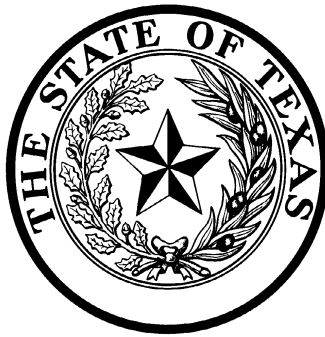


Request for Application

TECHNOLOGY INTEGRATION IN EDUCATION
(TIE)

**THE TEXAS TECHNOLOGY LITERACY
CHALLENGE FUND INITIATIVE**

Authorized By
PUBLIC LAW 103-382: Elementary and Secondary Education Act (ESEA)
Title III, Part A, Subpart 2



**Texas Education Agency
William B. Travis Building
1701 North Congress Avenue
Austin, Texas 78701-1494**

Dated Material---Open Immediately

**Closing Date---5:00 p.m., Central Standard Time
Wednesday, June 11, 1997**

NOTICE OF INTENT TO APPLY

The undersigned school district hereby files a notice of intent to apply for a Technology Integration in Education (TIE) grant, the Texas Technology Literacy Challenge Fund initiative.

RFA #701-97-007

Contact Name _____

Name of School District _____

Mailing Address _____

Phone Number (____) _____

Fax Number (____) _____

Contact E-Mail Address _____

- The filing of this notice is not mandatory; however, it will assist the Texas Education Agency in anticipating the volume of applications in order to better expedite the review process and finalize awards.
- Filing this notice in no way binds the applicant in regards to its application for a **Technology Integration in Education (TIE) grant**.
- Applicants who do not file this notice are still eligible to apply for funding.
- Please submit a Notice of Intent to Apply for each application submitted by the school district and indicate the category below:

_____ Teaching and Learning
_____ Educator Preparation and Development
_____ Administration/Support Services
_____ Infrastructure for Technology

PLEASE SUBMIT THIS NOTICE AS SOON AS POSSIBLE AFTER RECEIPT OF THE REQUEST FOR APPLICATION, BUT NOT LATER THAN MAY 22, 1997 TO:

DOCUMENT CONTROL CENTER
Texas Education Agency
1701 North Congress Avenue, Room 6-108
Austin, Texas 78701-1494

TECHNOLOGY INTEGRATION IN EDUCATION (TIE)

The following is provided in compliance with the Department of Education Appropriations Act:

- | | |
|--|--------------|
| (a) Total funds available for this project: | \$16,339,913 |
| (b) Percentage which will be financed with federal funds: | 100% |
| (c) Amount of federal funds: | \$16,339,913 |
| (d) Percentage which will be financed from nonfederal sources: | 0% |
| (e) Amount of nonfederal funds: | \$0 |

TABLE OF CONTENTS

PART I - REQUEST FOR APPLICATION

Page No.

I.	Background Information	1
II.	Application Information	2
III.	Conditions for Submission of Applications and Other Requirements	10
IV.	Procedures for Submitting Applications	12
V.	Assistance to Applicants	13
VI.	Expected Sequence of Events - Critical Dates	14
VII.	Selection Criteria	15
VIII.	Selection of Applications for Funding Considerations	16
IX.	Review of Applications	16
X.	Instructions for Completing the Schedules	17

Appendices

- 1) Public Law 103-382; ESEA, Title III, Part A, Subpart 2
- 2) Long-Range Plan for Technology, 1996-2010
- 3) Public Law 103-382; ESEA, Title XIV, Section 14503,
Private School Participation
- 4) TEA Technology Initiatives

PART II - INSTRUCTIONS TO THE STANDARD APPLICATION SYSTEM

PART III - STANDARD APPLICATION SYSTEM (SAS)

Application Schedules:

Schedule #1	General Information
Schedule #2	Certification for Shared Services Arrangements
Schedule #3	Budget Summary
Schedule #3A	Purpose of Amendment
Schedule #3B	Payroll Costs - 6100
Schedule #3C	Professional and Contracted Services - 6200
Schedule #3D	Supplies and Materials - 6300
Schedule #3E	Other Operating Costs - 6400
Schedule #3G	Capital Outlay-Furniture and Equipment - 6630
Schedule #4	Program Abstract
Schedule #4A	Program Needs Assessment
Schedule #4B	Program Description - Narrative
Schedule #4B	Program Description - Objectives and Activities
Schedule #4C	Program Evaluation Design
Schedule #5	Private Schools
Schedule #6A	Provisions and Assurances
Schedule #6B	Debarment and Suspension Certification
Schedule #6C	Lobbying Certification
Schedule #6D	Disclosure of Lobbying Activities
Schedule #6E	Special Provisions

PART I
REQUEST FOR APPLICATION

REQUEST FOR APPLICATION

TECHNOLOGY INTEGRATION IN EDUCATION (TIE)

I. BACKGROUND INFORMATION

A. Federal Initiative

**Federal
Reference:**
Public Law
103-382

The Technology Literacy Challenge Fund (TLCF) is a new program to help stimulate local, state, and private sector partnerships focused on fully integrating technology into teaching and learning to help ensure that all students are technologically literate by the beginning of the 21st century. Technological literacy is defined as computer skills and the ability to use computers and other technology to improve learning, productivity, and performance. This program will be administered under Public Law 103-382, Elementary and Secondary Education Act (ESEA), Title III, Part A, Subpart 2, provided in Appendix One.

Additionally, it is intended to help encourage state, local, and private sector investment in technology for improving education. These funds will help advance the national goals for technology in education as specified in the national, long-range technology plan, *Getting America's Students Ready for the 21st Century: Meeting the Technology Literacy Challenge*. The four goals are:

- All teachers will have the training and support they need to help all students learn through computers and through the information superhighway;
- All teachers and students will have modern computers in their classrooms;
- Every classroom will be connected to the information superhighway; and
- Effective and engaging software and on-line resources will be an integral part of every school curriculum.

This Request for Application (RFA) provides school districts and cooperatives of school districts an opportunity to apply for approximately \$15.5 million in TLCF subgrants on a competitive basis. The balance of the FY 97 funds, as specified in law, will be used to provide technical assistance to targeted local education agencies which have the highest number or percentage of children in poverty and demonstrate the greatest need for technology.

B. State Initiative

**State
Reference:**
TEC §32.001,
Development
of Long-Range
Plan

At the local level, the Technology Integration in Education (TIE) initiative will supplement implementation of the recommendations proposed in the *Long-Range Plan for Technology, 1996-2010*, in the areas of Teaching and Learning, Educator Preparation and Development, Administration/Support Services, and Infrastructure for Technology. The *Long-Range Plan for Technology, 1996-2010*, was adopted by the State Board of Education (SBOE) in November 1996 in response to legislative requirements in the Texas Education Code (TEC), Section 32.001 which calls for the SBOE to develop a plan for:

- acquiring and using technology in the public school system;
- fostering professional development related to the use of technology;

- fostering computer literacy among public school students, so that by the year 2010 each high school graduate in the state has computer-related skills that meet standards adopted by the board;
- identifying and, through regional education service centers, distributing information on emerging technology; and
- accessibility to technology by students with disabilities.

The fundamental goal of the *Long-Range Plan for Technology, 1996-2010*, is to enhance students' acquisition of knowledge through technology.

Copies of the *Long-Range Plan for Technology, 1996-2010*, were distributed to the superintendent of each school district and to each public school campus in the state during January 1997. The plan is available electronically on the Texas Education Agency (TEA) website at <http://www.tea.state.tx.us> or in print from the TEA Publications Office. A copy is also provided in Appendix Two.

II. APPLICATION INFORMATION

A. REQUEST FOR APPLICATION

This grant represents the efforts of the Texas Education Agency to assist Texas school districts and cooperatives of school districts in applying for funds under the TIE initiative. This Request for Application describes the competitive process that the Texas Education Agency will use to award grants for the implementation of recommendations in the *Long-Range Plan for Technology, 1996-2010*. Local activities funded under the TIE initiative must focus on fully integrating technology into teaching and learning through local, state, and private sector partnerships.

B. ELIGIBLE APPLICANTS

All public schools and public charter schools are eligible to apply for funding under the Technology Integration in Education (TIE) initiative. Prior to preparing and submitting this application, private schools in the public school district's area must be consulted in the planning and development of the project, as specified in federal law. (See Appendix Three)

C. PRIMARY OBJECTIVE

The primary objective of the grants awarded under this Request for Application is:

To improve student achievement by fully integrating technology into teaching and learning and to ensure that all Texas students are technologically literate by 2010.

The TIE initiative emphasizes the critical role of technology as a tool in improving academic success and supports the goal of Texas public education which ensures that all students will demonstrate exemplary performance in reading, writing, English language arts, math, science, and social studies.

The TIE initiative will award competitive grants to school districts and school district cooperatives that implement academic, instructional, professional training and development, and infrastructure strategies to achieve this primary objective.

Federal Requirement:
P.L. 103-382,
ESEA
§3132 (a)(2),
Use of Grants,
§14503, Private School Participation

State References:
TEC §4.002,
Public Education Academic Goals

D. RELATIONSHIP BETWEEN TIE LOCAL GRANTS AND OTHER ACTIVITIES

The TIE initiative will fund grants that address the recommendations in the *Long-Range Plan for Technology, 1996-2010*, in four key areas or categories:

- (1) Teaching and Learning
- (2) Educator Preparation and Development
- (3) Administration and Support Services, and
- (4) Infrastructure for Technology

The initiative is intended to reach all students, including bilingual/ESL students, students with disabilities, and other special populations. It is not intended to restructure eligibility or accountability criteria for students taking the Texas Assessment of Academic Skills (TAAS).

The initiative is intended to reach all educators, including teachers, library media personnel, administrators, and support personnel for Grades Pre-K-12.

Strategies for fully integrating technology into teaching and learning must be based on the district and campus planning and decision making processes specified in the Texas Education Code. Additionally, instructional strategies and programs described in the application in response to this RFA must be validated, research-based, and proven to be effective.

Funds awarded under this initiative are supplementary to other state and local resources designated for improving student achievement through technology integration into teaching and learning.

Applicants are encouraged to use the TIE initiative to expedite implementation of the recommendations in the State Board of Education's *Long-Range Plan for Technology, 1996-2010*.

The State Board of Education's long-range planning efforts underscore a commitment to technology as a tool that is fundamental to each student's achievement of excellence in lifelong learning.

E. LOCAL APPROVAL OF SUBMITTED APPLICATION

Application for TIE grants is competitive and voluntary. School district participation in this initiative, as a single applicant or member of a cooperative, must be approved by the superintendent.

F. PROJECT FUNDING

A local education agency must serve as the fiscal agent for a grant awarded under this Request for Application. The application must be submitted in the name of the district serving as the fiscal agent with the county-district number given and signed by the superintendent.

A school district participating in this initiative but not serving as a fiscal agent should not complete an application. Applications will be completed by the fiscal agent.

The Technology Integration in Education (TIE) initiative will extend to fiscal year 2001, provided federal appropriations continue to be authorized for the Technology

**State
References:**
TEC §39.027,
Exemption; 19
TAC 101.3,
Testing
Appropriate
Students;
TEC §11.252,
District-Level
Planning and
Decision-
Making;
§11.253,
Campus
Planning and
Site-Based
Decision-
Making

Literacy Challenge Fund. First-year TIE funds of approximately \$15.5 million will be used to award grants with an anticipated range between \$50,000 and \$1,000,000, but not limited thereto. Continuation grants may be authorized under subsequent year funding.

The final number of grants and the final dollar amount of each grant will be negotiated and will depend on the quality of the application, activities to be carried out through the local initiative, and the size and characteristics of participating school districts and consortia members, where applicable. Each project awarded a TIE grant must be of sufficient duration, and of sufficient size, scope, and quality, to carry out the purposes of this initiative effectively.

Funds granted through the TIE initiative must be used for those purposes described in the Project Objectives and Project Description of Section II of this RFA. Applicants are encouraged to use additional local resources and other sources of financial support to help maximize the effectiveness of the project goals and objectives. Title III program funds shall not be obligated for expenditure prior to the effective date of the application or after the ending date of the program.

During the award process, special consideration will be given to school districts or cooperatives of schools districts that collaborate with regional education service centers, teacher training institutions and programs, Centers for Professional Development of Teachers (formerly Centers for Professional Development and Technology), parent organizations, community institutions and organizations, businesses, other school districts and campuses; including those representing special populations (i.e., low wealth and rural) and special education.

**Federal
Reference:
§3132 of
ESEA**

Special consideration will also be given to districts/campuses with demonstrated need for technology and with a percentage of students identified as economically disadvantaged higher than the state average. The Texas Education Agency will award at least 50% of the grants under this initiative to school districts or cooperatives of school districts that serve a greater percentage of children identified as economically disadvantaged than the statewide average percentage and that demonstrate the greatest need for technology. **The statewide average percentage in Texas is 45%.**

Additionally, rural districts will receive priority. Rural is defined as districts that either have a growth rate less than 20% and the number of students in membership is between 300 and the state median, or the number of students in membership is less than 300. This includes approximately 899 schools in the state.

Grants will be awarded in each of four categories recommended in the *Long-Range Plan for Technology, 1996-2010*: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology. Each of the four categories will be evaluated independently. The Texas Education Agency (TEA) intends to award multiple grants in each area.

G. PROJECT OBJECTIVES

Schools are at varying stages of technology planning/implementation, therefore this application has been designed to offer flexibility by providing options depending on the needs of the individual or cooperative of school districts/campuses. In all applications districts must describe how the proposed project will align with the overall goal of the district/campus improvement plans.

Any local grant funded under this initiative must be of sufficient duration, size, scope, and quality to carry out the activities described in Section 3134 of ESEA.

“SEC. 3134. LOCAL USES OF FUNDS.

"Each local educational agency, to the extent possible, shall use the funds made available under section 3132(a)(2) for--

- "(1) developing, adapting, or expanding existing and new applications of technology to support the school reform effort;**
- "(2) funding projects of sufficient size and scope to improve student learning and, as appropriate, support professional development, and provide administrative support;**
- "(3) acquiring connectivity linkages, resources, and services, including the acquisition of hardware and software, for use by teachers, students and school library media personnel in the classroom or in school library media centers, in order to improve student learning by supporting the instructional program offered by such agency to ensure that students in schools will have meaningful access on a regular basis to such linkages, resources and services;**
- "(4) providing ongoing professional development in the integration of quality education technologies into school curriculum and long-term planning for implementing educational technologies;**
- "(5) acquiring connectivity with wide area networks for purposes of accessing information and educational programming sources, particularly with institutions of higher education and public libraries; and**
- "(6) providing educational services for adults and families.”**

**Federal
Reference:
§3132(a),(2),
§3134, &
§3135 of
ESEA**

TIE grants are designed to provide districts/campuses with supplemental resources to accelerate implementation of activities identified in the district/campus improvement plan that meet the primary objective of fully integrating technology into teaching and learning in support of the recommendations in the *Long-Range Plan for Technology, 1996-2010*, the national educational technology goals, and the local uses of funds in Section 3134 of ESEA. School districts/campuses participating in this initiative should plan on achieving the primary objectives and activities of their application by the 2001-2002 school year.

Comprehensive, on-going staff development in educational technology and access to educator workstations should be addressed in all applications.

H. PROJECT DESCRIPTIONS

Applications from schools or cooperatives of schools must include a strategic three- to five-year plan, as an appendix to the application. The requirements for the strategic plan, as a minimum, must include the criteria listed in ESEA, Section 3135, provided in Appendix One.

Applicants must submit their existing district/campus technology plans, as an appendix to this application. The plan must include:

1. the types of technologies to be acquired;
2. strategies for integrating technology into the curriculum;
3. collaborative efforts to maximize the use of technology;
4. professional development;
5. existing sources of supporting resources;

**Federal
Reference:**
§3134 &
§3135 of
ESEA

6. projected costs; and
7. mechanisms to coordinate all technology funds.

See Section 3135 of ESEA, provided in Appendix One, which further describes the requirements for local education agency applications.

An existing comprehensive plan may be submitted if it contains enough information to be properly evaluated in the competitive process, including activities to address the *Long-Range Plan for Technology, 1996-2010*, the four goals of the national educational technology plan, and available resources.

Any local grant funded under this initiative must be of sufficient duration, size, scope, and quality to carry out the activities described in Section 3134 of ESEA (See Appendix One).

**State
Reference:**
TEC
§11.252&
§11.253,
District and
Campus
Planning
Process

Section 11.252 of the Texas Education Code stipulates that local boards of trustees in all districts must adopt a report that details plans for district and campus improvement. This report is the foundation of the TIE initiative application. Every school district/campus applying for TIE funds must evaluate and, if necessary, revise their district/campus plan(s) in light of the ESEA legislation.

All districts applying for funds under this option are encouraged to convene a broad-based panel to evaluate and, if necessary, revise their existing district and campus plans in support of ESEA, Section 3135 (provided in Appendix One), and the primary objective of fully integrating technology into teaching and learning. Districts are encouraged to use funds awarded under this initiative to support plans for district and campus-based improvement in collaboration with regional education service centers, teacher training institutions and programs, Centers for the Professional Development of Teachers, parent organizations, community institutions and organizations, businesses, other school districts, and campuses from other school districts involved with statewide grass-roots reform initiatives.

Districts/campuses may apply for implementation grants which focus on one of the following categories as addressed in the *Long-Range Plan for Technology, 1996-2010*, (Appendix Two):

- (1) Teaching and Learning
- (2) Educator Preparation and Development
- (3) Administration and Support Services
- (4) Infrastructure for Technology

Descriptions of the categories follow:

- (1) Teaching and Learning

The Teaching and Learning category should focus on the instructional needs of teachers and the learning needs of students in meeting the vision of technology in education. These applications may address the integration of technology into all aspects of teaching and learning for all students and educators, ensuring the appropriate application of technology in the essential knowledge and skills of all content areas, as well as curriculum-driven training, instructional materials, and assessment. Suggested activities include, but are not limited to:

- increase academic performance across the curriculum through technology;
- integrate technology into teaching and learning in all areas; and
- use distance learning and distributed learning for expanding curricular offerings and meeting the needs of homebound and other students.

Additional activities are recommended on pages 23 and 24 of the *Long-Range Plan for Technology, 1996-2010*. (Appendix Two)

(2) Educator Preparation and Development

The Educator Preparation and Development category should focus on the training and retooling of the current educator workforce in using technology tools to teach and learn. These applications should address “just-in-time”* professional development. Integrating educational technologies throughout the entire educator preparation and development program may be addressed. Suggested activities include, but are not limited to:

- provide professional development on integrating technology into teaching and learning, instructional management, professional development, and administration;
- design and implement educator development, on site and by distance and distributed learning, to meet expectations for technology proficiencies by educators; and
- make available and provide incentives, such as tuition reimbursement, stipends, and personal computers, for educators to participate in distributed, just-in-time professional development.

*Just-in-time professional development refers to professional development resources that are available through access to formal instruction, experts online, intelligent agents, and other resources. Intelligent agents are machine-based entities that can carry out simple instructions from a user.

Additional activities are recommended on page 30 of the *Long-Range Plan for Technology, 1996-2010*. (Appendix Two)

(3) Administration and Support Services

The Administration and Support Services category should focus on strengthening and standardizing the data produced by districts through the Public Education Information Management System (PEIMS) and the Academic Excellence Indicator System (AEIS) and making these data available not only to educators and administrative decision makers but also to parents and other constituents of the public education system. These applications may address expanding the use of school facilities to provide educational services for adults and families. Suggested activities include, but are not limited to:

- expand community access to school information through technology;
- establish policies to encourage expanded use of school facilities; and
- coordinate school-community resources for technology.

Additional activities are recommended on page 36 of the *Long-Range Plan for Technology, 1996-2010*. (Appendix Two)

(4) Infrastructure for Technology

The *Infrastructure for Technology* component focuses on the establishment or enhancement of both the technical and human components of infrastructure in public education in the following areas: (a) hardware and the connecting peripherals that cause the hardware to function properly, such as the network connections and the resulting communications capabilities; (b) software, including applications programs, such as graphics or spreadsheet, and the content, such as the essential knowledge and skills for each curriculum area; and (c) personnel and services, to facilitate the integration of technology into the curriculum, as well as to support the installation and maintenance of the appropriate technology infrastructure. Suggested activities include, but are not limited to:

- meet the technology equipment target of a student-to-workstation* ratio of 3:1
- meet the technology equipment target of an educator-to-workstation ratio of 1:1
- maintain or retain expertise for installing and supporting an appropriate technology infrastructure

*Workstation-(Educator) A computer with transmission, productivity, and presentation capabilities for use by educators in teaching, management, and other professional tasks; can be desktop and/or portable, at local discretion.
(Student) A computer with a range of capabilities, depending on local priorities, for use by students in classroom, library, or home.

Additional activities are listed on pages 42-43 of the *Long-Range Plan for Technology, 1996-2010*. (Appendix Two)

While these categories are not mutually exclusive, and on-going staff development should be addressed in all categories, the application should **focus on one of the categories** as it relates to implementation of the district/campus technology plan.

Additionally the application must show how the implementation relates to the activities outlined in ESEA, Section 3134 and one or more of the four goals of the national educational technology plan:

- All teachers will have the training and support they need to help all students learn through using computers and the information superhighway;
- All teachers and students will have modern multimedia computers in their classrooms;
- Every classroom will be connected to the information superhighway; and
- Effective and engaging software and on-line resources will be an integral part of every school curriculum.

**Federal
Reference:**
§3134 of
ESEA

I. USE OF FUNDS

Districts receiving TIE funds must maintain expenditures for activities supplemented by this initiative at a level at least equal to expenditures for such activities in the prior year. TIE funds shall not be used to replace expenditures for existing programs and activities that are the responsibility of the school district.

Funds may be requested only for those items that are reasonable and necessary for accomplishing the objectives of the program as defined in this RFA and for implementing activities as described.

In general, the budget schedules in the RFA must provide evidence that:

1. project costs are reasonable in relation to expected outcomes:
 - a) the amount requested might realistically be expected to have an impact on the stated needs; and
 - b) the expected outcomes are sufficient to justify amounts requested;
2. the program will identify and coordinate funding from several sources;
3. all expenditures are pertinent to and appropriate for the objectives/activities stated.

**Federal
Reference:**
§3115,
§14503 of
ESEA

To ensure compliance with required accounting procedures, all applicants are strongly encouraged to consult with the applicant's business office regarding the assignment of budgeted items to the proper class/object codes prior to submitting the application. Advance coordination with the business office will expedite negotiation and processing of the application.

Districts receiving funds under this initiative must limit administrative expenses, including indirect costs, in each fiscal year to five percent (5%) of the total amount received under this application.

J. SUPPLEMENT NOT SUPPLANT

Funds from this program must be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.

Applicants must describe in the application on Schedule #4B-Program Description-Narrative how program funds will supplement and not supplant state mandates, SBOE rules, or activities previously conducted with state or local funds.

K. PRIVATE SCHOOL PARTICIPATION

Private schools must be consulted during the planning and development of the project. Both children and teachers from private schools must be provided an opportunity to participate on an equitable basis in all services, materials, equipment, and teacher training. Refer to the instructions for Schedule #5, Private Schools, of the Standard Application System (SAS) for specific guidelines and instructions.

L. SECTION 427, GENERAL EDUCATION PROVISIONS ACT

Applicants must describe the steps the district/campus proposes to take to ensure equitable access to, and participation in, this federally assisted program for students, teachers, and other program beneficiaries with special needs. This is a new provision in the Department of Education's General Provisions Act, (GEPA), Section 427, that applies to applicants for grant awards under U.S. Department of Education programs. Based on the district's circumstances, the applicant should determine whether barriers exist that impede participation by all students and educators under this initiative in the areas of gender, race, national origin, color, disability, or age, and describe the steps to be taken to overcome these barriers. The information may be provided in a single narrative, as an appendix, or, if appropriate, may be discussed in connection with related topics in the application.

M. NOTICE OF INTENT TO SUBMIT APPLICATION

All prospective applicants are requested to notify in writing their intent to submit an application by Wednesday, May 22, 1997. The Notice of Intent must be sent to the Document Control Center, Room 6-108, Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas 78701-1494. Failure to notify the Agency of the intent to apply will not disqualify the applicant from submitting an

application. Applicants are encouraged to submit the Notice of Intent for each application submitted by a district.

N. **PROGRESS REPORTS**

Districts awarded grants under either option must submit progress reports (detailed in Section III, Item K.) describing the steps they have taken to integrate technology into teaching and learning and to ensure that all Texas students are technologically literate by 2010. These reports are submitted to the Texas Education Agency, Division of Instructional Technology.

O. **APPLICATION SCHEDULES AND INSTRUCTIONS**

Separate instructions for preparing the individual schedules are located immediately prior to Schedule #1 of the Standard Application System (SAS) contained in Part II of this RFA. The applicant must carefully study these instructions to ensure that all schedules are completed correctly.

III. **CONDITIONS FOR SUBMISSION OF APPLICATION AND OTHER REQUIREMENTS**

**STAPLE EACH COPY OF THE APPLICATION IN THE TOP LEFT CORNER.
DO NOT BIND THE APPLICATION IN A NOTEBOOK OR FOLDER.**

In order to be considered for funding, the following conditions will apply to all applicants:

- A. A Notice of Grant Award, which will incorporate this RFA, the instructions for each schedule, and the approved application as negotiated by the Texas Education Agency and will constitute the binding agreement between the parties, will be issued for the applications that are approved.
- B. Applications that address only part of the requirements contained in this Request for Application will not be considered for funding.
- C. The Texas Education Agency reserves the right to reject any and all applications and to negotiate portions thereof.
- D. It should be clearly understood that the applicant will not necessarily receive the amount requested, if a lesser amount is determined to be appropriate.
- E. The applicant shall furnish such additional information that the Agency may reasonably require.
- F. The Texas Education Agency reserves the right to select the application containing the best offer considering the outcomes desired.
- G. Additions or replacements to the application will not be accepted after the closing date for receiving the application in the Document Control Center of the Texas Education Agency.
- H. The program design and all materials, program activities, and/or other products resulting from this contract will become the property of the Texas Education Agency.
- I. The Texas Education Agency will not be liable for any costs incurred in the preparation and submittal of the application.

- J. The applicant must commence and perform project activities according to the time lines described in the task/activity plan. Failure to do so may result in reduction and reallocation of funds.
- K. The applicant will provide a written/electronic progress report and a final evaluation report in narrative form during the project in the format requested by the Agency. The written progress report is a midyear report covering project activities through March 2, 1998. The evaluation report is a final report covering project activities through August 31, 1998. The midyear progress report is due to the Texas Education Agency by March 16, 1998, fifteen days after the close of the first six months of the project. These reports will be used by the project administrator to determine if modifications or adjustments to the program are indicated. In addition, these reports will provide information for updates of these projects that may be shared with districts, regional education service centers, and/or other interested individuals. (Refer to Schedule #4C requirements for the program evaluation.) Note that the final evaluation report is due to the Texas Education Agency within forty-five (45) days after the end of the project.

The schedule for the delivery of these reports is:

<u>Report</u>	<u>As of Date</u>	<u>Due Date</u>
Midyear Progress	Mar. 2, 1998	Mar. 16, 1998
Final Evaluation	Aug. 31, 1998	Oct. 15, 1998

- L. The applicant will provide quarterly financial reports on a properly completed and certified Report of Project Expenditures and Cash Requirements, SAS-004. Reports will be due to the Texas Education Agency, Document Control Center, as follows:

<u>Report</u>	<u>As of</u>	<u>Due Date</u>
1st Quarter	Dec. 1, 1997	Dec. 15, 1997
2nd Quarter	Mar. 2, 1998	Mar. 16, 1998
3rd Quarter	Jun. 1, 1998	Jun. 15, 1998
*Final Report	Aug. 31, 1998	Oct. 15, 1998

*Final payment is contingent upon receipt of the final document(s)/report(s), and the Report of Project Expenditures and Cash Requirements, SAS-004.

Up to ninety percent (90%) of the total grant award will be paid to the contractor based upon applicant's submission of SAS-004 during the grant period. The remaining ten percent (10%) will be paid to the contractor upon the Agency's receipt of the final evaluation report.

- M. The contractor shall provide two (2) copies of the final evaluation report in the format requested by the Agency (refer to Schedule #4C requirement for program evaluation) to the Texas Education Agency within forty-five (45) days after the end of the project. This final evaluation report should be sent to the Instructional Technology Division.
- N. The applicant agrees to complete the scope of work described in the application at the contracted price.
- O. The Texas Education Agency will notify each applicant in writing of the selection or non-selection for funding. All copies of all applications, except for three (3) copies of the selected application(s), will be destroyed unless the applicant notifies the Texas

Education Agency in writing within forty-five (45) days of the date on the selection/non-selection letter that the applications are to be returned to the applicant at the applicant's expense.

- P. When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds shall clearly state in such written documents:
- (1) the percentage of the total costs of the program or project which will be financed with federal money;
 - (2) the dollar amount of federal funds for the project or program; and
 - (3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-federal sources.
- Q. The award of funds to local education agencies under the Technology Integration in Education (TIE) initiative is contingent upon the state education agency's receipt of a Notice of Grant Award from the U.S. Department of Education and subsequent receipt of federal funds.

IV. PROCEDURES FOR SUBMITTING APPLICATIONS

NOTE: PLEASE READ THIS ENTIRE SECTION CAREFULLY

FACSIMILE TRANSMISSIONS (FAX) AND ELECTRONIC VERSIONS OF APPLICATIONS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES.

A. RECEIPT OF APPLICATIONS

To be eligible to be considered for funding, applications must be received in the Texas Education Agency's Document Control Center on or before 5:00 p.m. (Central Standard Time) on the closing date as specified on the front cover of this Request for Application. In establishing the time and date of receipt, the Commissioner of Education will rely solely on the time/date stamp of the Document Control Center.

Method of Submittal

Regardless of the method of submitting the application--U.S. Postal Service, United Parcel Service, Federal Express, Purolator, or any other delivery service--THE APPLICATION MUST BE RECEIVED IN THE AGENCY'S DOCUMENT CONTROL CENTER BY 5:00 P.M. ON OR BEFORE THE CLOSING DATE IN ORDER TO BE CONSIDERED FOR FUNDING.

Note: The Texas Education Agency WILL NOT accept a U.S. Postal Service postmark and/or round validation stamp, mail receipt with the date of mailing stamped by the U.S. Postal Service, a dated shipping label, invoice or receipt from a commercial carrier, or any other documentation as proof of receipt of any application. Applicants are advised that the Texas Education Agency assumes no responsibility, due to any circumstances, for the receipt of an application after the deadline time and date established in the RFA.

Document Control Center

The Texas Education Agency's Document Control Center is open Monday through Friday, 8:00 a.m. to 5:00 p.m., excluding holidays. Applications will not be accepted nor considered for funding if received in the Document Control Center after 5:00 p.m. on the closing date.

The Document Control Center is located on the sixth floor of the William B. Travis Building, 1701 North Congress Avenue (at 17th Street and North Congress, two blocks north of the capitol) in Room 6-108, Austin, Texas 78701-1494. The mailing address is:

Document Control Center, Room 6-108
Texas Education Agency
William B. Travis Building
1701 North Congress Avenue
Austin, Texas 78701-1494

B. NUMBER OF COPIES OF APPLICATION

An original plus nine (9) copies of the application shall be submitted for a total of ten (10) sets. **At least three sets must contain an original signature** on Schedule #1 of the person authorized to bind the applicant in a contract. This must be the Superintendent or his or her designee.

C. PROJECT STARTING DATE

Applicant shall plan for a project starting date of no earlier than September 1, 1997, and an ending date of no later than August 31, 1998, if selected as the contractor. All obligations of funds for activities and services conducted shall occur within these dates.

V. ASSISTANCE TO APPLICANTS

A. CLARIFYING INFORMATION

Any person wishing to obtain clarifying information about this request for application may contact:

K. Diane Seifert
Division of Instructional Technology
Texas Education Agency, Room 4-104A
William B. Travis Building
1701 N. Congress Avenue
Austin, Texas 78701-1494
(512) 463-9401
E-Mail: kseifert@tenet.edu (preferred method)

B. REQUESTS FOR ADDITIONAL INFORMATION

In order to assure that no prospective applicant may obtain a competitive advantage because of acquisition of information unknown to other prospective applicants, any additional information that is different from or in addition to information provided in the Request for Application will be provided only in response to written inquiries. Copies of all such inquiries and the written answers thereto will be provided to each person or entity to whom a Request for Application has been sent.

Except as provided in paragraph A of this section, all inquiries for information must be made in writing to the Document Control Center, Room 6-108, Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas 78701. The RFA number, located in the lower right corner of the front cover of this RFA, must be identified in the written request for information.

VI. EXPECTED SEQUENCE OF EVENTS - CRITICAL DATES

A. Other Key Dates

Friday, April 4, 1997	<ul style="list-style-type: none"> • Publication of Request for Application in <u>Texas Register</u>. • Request for Application available for distribution to districts
Wednesday, May 22, 1997	Letter of Intent due to Texas Education Agency Document Control Center
Wednesday, June 11, 1997	Applications from districts must be received by the Texas Education Agency Document Control Center by 5:00 p.m. Central Standard Time
Friday, August 8, 1997	Projects selected and notified
Monday, September 1, 1997	Starting date of projects
Monday, December 15, 1997	First Quarter Expenditure Report Due
Monday, March 16, 1998	<ul style="list-style-type: none"> • Midyear Progress Report Due • Second Quarter Expenditure Report Due
Monday, June 15, 1998	Third Quarter Expenditure Report Due
Monday, August 31, 1998	Ending date for project
Thursday, October 15, 1998	<ul style="list-style-type: none"> • Final Evaluation report due from applicants • Final Quarter Expenditure Report Due

It should be noted that all of these dates except the final completion date may vary slightly as conditions require.

B. Quarterly Financial Reports

<u>Report</u>	<u>As of</u>	<u>Due Date</u>
1st Quarter	Dec. 1, 1997	Dec. 15, 1997
2nd Quarter	Mar. 2, 1998	Mar. 16, 1998
3rd Quarter	Jun. 1, 1998	Jun. 15, 1998
*Final Report	Aug. 31, 1998	Oct. 15, 1998

VII. SELECTION CRITERIA

Each application will be reviewed to determine the capability of the applicant to implement

its proposed program. Applicants that have previously received grants from TEA to conduct special projects must have a positive record in successfully managing the program(s) in order to be considered for funding. All required components of this Request for Application must be addressed. In addition to the above, the following criteria and the total number of points for each portion of the application that will be applied in selecting a project are:

<u>CATEGORIES</u>	<u>POSSIBLE POINTS</u>
General Information	
Schedule #1	
(Required but no points awarded)	0
Budget	
Schedules #3 - #3G	10
Program Abstract	
Schedule #4	
(Required but no points awarded)	0
Program Needs Assessment	
Schedule #4A (limit to 2 pages)	10
Program Description – Narrative (30 points-subtotal)	
Schedule #4B (limit to 9 pages)	
<ul style="list-style-type: none"> Meet the intent of the law (§3134 of ESEA) 	5
<ul style="list-style-type: none"> Meet the intent of the <i>Long-Range Plan for Technology, 1996-2010</i> 	5
<ul style="list-style-type: none"> Align the district's application and its overall goals and/or district improvement plan 	5
<ul style="list-style-type: none"> Address staff development in educational technology and access to educator workstations 	10
<ul style="list-style-type: none"> Develop methodologies for implementing projects that utilize educational technology tools, including state technology resources when appropriate, to increase the effectiveness of student learning, instructional management, and/or administration 	5
Program Description – Objectives and Activities (25 points--subtotal)	
Schedule #4B	
<ul style="list-style-type: none"> Logical and appropriate time frames 	5
<ul style="list-style-type: none"> Activities are of sufficient scope and detail to provide evidence of effective delivery of services and products 	5
<ul style="list-style-type: none"> Address staff development in educational technology and access to educator workstations 	10
<ul style="list-style-type: none"> Evidence of the integrated nature of technology instructional strategies in all content areas that address the needs of all student populations 	5
Program Evaluation Design (15 points--subtotal)	
Schedule #4C	
<ul style="list-style-type: none"> Address rigorous evaluation procedures that focus on the use and application of educational technology and that address the goals and objectives of the Technology Integration in Education (TIE) initiative. Evaluation 	

strategies should be formative and summative in design. In addition to overall program evaluation, strategies to evaluate the staff development process should be included.	15
Provisions and Assurances Schedule #6A (Required but no points awarded)	0
Priority Points - Collaboration	5
Rural School	5
Total Points	<hr/> 100

VIII. SELECTION OF APPLICATIONS FOR FUNDING CONSIDERATIONS

Awards will be considered on the basis of total points. It is important that a diversity of students and districts be represented in the operation of these programs.

After all applications have received a final score from 0 to 100, additional factors will be considered prior to selection of the programs recommended for funding. Projects will be selected to:

1. establish programs in campuses that serve a greater percentage of children identified as economically disadvantaged than the statewide average percentage and that demonstrate the greatest need for technology. The statewide average percentage in Texas is 45%;
2. establish programs in rural school districts/campuses or cooperatives of rural school districts/campuses;
3. establish programs that must be of sufficient duration, size, scope, and quality to carry out the purposes described in Section 3134 of ESEA (See Appendix One);
4. establish programs that are cost effective;
5. establish programs that are diverse with respect to size of districts and geographic location in Texas;
6. establish programs in districts which form cooperatives with other school districts or groups of campuses within a single district, including those representing special populations and special education and/or collaborate with regional education service centers, teacher training institutions and programs, Centers for Professional Development of Teachers, parent organizations, community institutions and organizations and businesses;
7. establish programs that utilize state technology resources when appropriate;
8. establish programs that utilize library media personnel and services to implement technology plan; and
9. establish programs that emphasize adult literacy opportunities in the implementation;

IX. REVIEW OF APPLICATIONS

Review of applications will begin as soon as practical after receipt. All reviewers will attend a training session on the review process via TETN (Texas Education Telecommunications Network). This videoconferencing network will allow reviewers to travel to their nearest regional

education service for training, rather than travel to Austin, and provide an opportunity for all reviewers to receive the same instructions and clarifications.

The applications receiving the most favorable ratings during the first round of selection will be reviewed by a broad-based panel to include a representative from an institution of higher education, education service center, teacher, librarian, Center for Professional Development of Teachers, administrator, etc. The applicants receiving the most favorable ratings during the first round of selection may be asked to send a representative to Austin, Texas, at a time and place to be arranged for oral presentation of applications. Applications may be rated again following presentations.

The recommendations of the review panel will be assembled and presented to the Commissioner of Education who will, as authorized by the State Board, either:

1. approve the application in whole or in part;
2. disapprove the application; or
3. defer action on the application for such reasons as a requirement for further evaluation.

Each applicant will be notified in writing of action taken on the application submitted. In the case of the approved application, notification to the respondent will include the contractual conditions which the applicant must accept in accordance with federal and/or state law.

X. USE OF THE STANDARD APPLICATION SYSTEM (SAS) FOR APPLICATION

Applicants must use the Standard Application System (SAS) schedules contained in Part III of this RFA to apply for grant funds. Detailed instructions for completing the SAS schedules are provided in Part II of this RFA. These instructions should be studied carefully so that accurate and complete information will be submitted.

The applicant is not required to reproduce the instructions and submit them with the application. The complete RFA and the instructions for each schedule will be incorporated by reference into the grant award. The applicant should retain a copy of the RFA for this purpose in case of selection.

County District Number: The County District Number (if applicable) must be entered on EVERY PAGE of the application.

Project Number: The Project Number is assigned by the Texas Education Agency. Enter the assigned number in this space only when submitting an amendment to the project and on financial/programmatic reports required by this application.

Particular attention should be paid to the requirements contained in Schedules #6A - 6E. The signature on Schedule #1 of the authorized official indicates that the grantee has read and will comply with these requirements.